

Designing assessment

using Wiggins and McTighe's G.R.A.S.P.S.

McTighe, Jay, and Grant Wiggins. *Understanding by Design (2nd Edition)* (ASCD). 2 ed. Alexandria, VA: Prentice Hall, 2005. p. 157 - 167

G.R.A.S.P.S.

- G = Goal
- R = Role
- A = Audience
- S = Situation
- P = Product / performance and purpose
- S = Standards

Two language B G.R.A.S.P.S. scenarios

Topic: Travel and Environment

- **Goal:** Your task is to put together a brochure for a environmental friendly vacation
- **Role:** You have a travel agency that specializes in environmental friendly travels
- **Audience:** The brochure is for a customer who likes his travel to be environmental friendly (formal language, Sie-from)
- **Situation:** The challenge involves finding environmental friendly travelling possibilities and weighing them against others.
- **Product:** You will create a brochure in order to convince your customer to buy the trip from you. Good design and appropriate language (Sie-Form, formal language) is therefore important.
- **Standards:** You will be assessed by the Year 5 MYP criteria C and D for Standard Level.

Topic: school trip

- **Goal:** Your task is to put to write a letter to your principal.
- **Role:** You are a student council representative and you have been asked by the student your homeroom if this years school trip could be an overnight trip
- **Audience:** The letter you are writing will be addressed to the principal.
- **Situation:** The challenge involves finding convincing arguments why it would make sense to go on a two day trip instead of a day trip. How can you convince the principal?
- **Product:** The product will be a **formal** letter. It should therefor include all characteristics of formal letters (Address, City and Date, Subject, ...)
- **Standards:** You will be assessed by the task specific rubrics that were given to you.

Six facets of understanding

The student...

- **can explain:** You are a teacher. You have to explain the use of perfect tense to a student. Make notes about when and how to use it. Then explain it to the class.
- **can interpret:** *The wave by Morton Rue.* Why did the group dynamic did get out of hand? Study the actions of the main characters and examine what led to the catastrophe at the end.
- **can apply:** You have a travel agency. Put together a brochure for a customer. Your brochure has to be convincing. Think about which language you can use to be convincing so she will book the trip with you.
- **sees in perspective:** after you have read the story write a journal entry from the point of view of ...
- **demonstrates empathy:** *The Reader.* Write a journal entry from Hanna's where she describes her feelings during the trial.
- **reveals self-knowledge:** Here I come! At the end of the school year write a letter to your next year's teacher. Describe yourself as a learner: Your academic strengths, your needs, learning style. Tell him or her what you have learned this year and set learning goals for the coming year.

R.A.F.T.

- Role
Student overseas
- Audience
Parents
- Format
Informal letter
- Topic
Staying with a family; you describe a typical meal

Differentiating in heterogenous ability groups

Many ideas on the following
pages have been adapted from
Blaz, 2006

Why differentiate?

- Student prefer different learning styles
- different interests
- Some students advance faster and need more challenge than others
- Mixed ability groups (e. g. Standard and Advanced)
- Make learning more interesting

Using blooms taxonomy

How ready are the students?

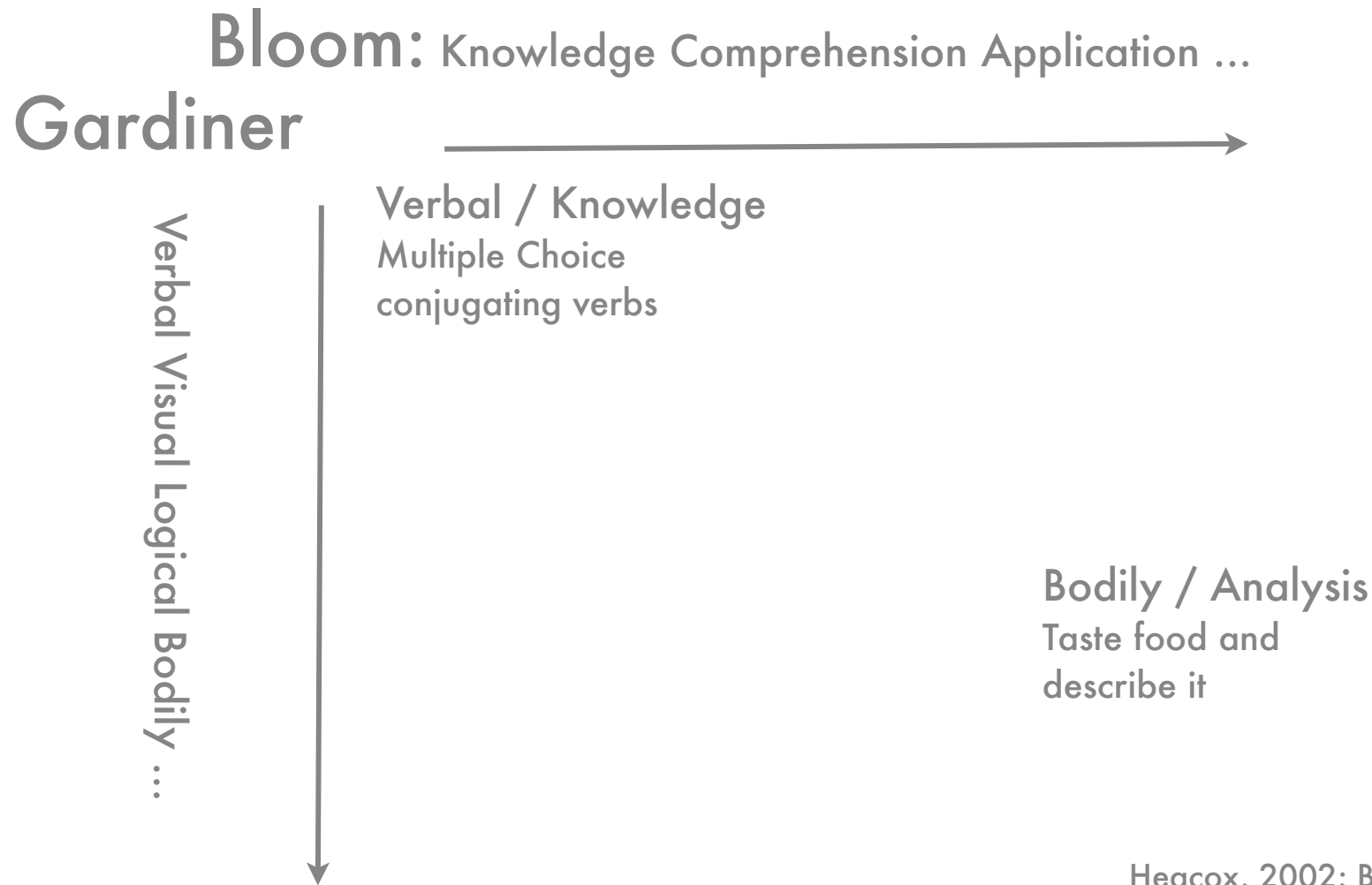
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Gardner's Intelligences

What learning styles do the students prefer?

- Verbal / Linguistic
- Visual / Spatial
- Logical / Mathematical
- Bodily / Kinesthetic
- Musical / Rhythmic
- Interpersonal
- Intrapersonal
- Naturalistic

Integrating Bloom and Gardiner



Heacox, 2002; Blaz, 2006

Differentiation in practice

- Project and problem based learning
- Offer different tiers to your final assignment
- Class library
- Offer different tasks using R.A.F.T / G.R.A.S.P.S. and the integration of Bloom and Gardiner

Spin-Offs

- teacher provides a broad topic and some guidelines
- students choose a more specific one

Tiered activities

- Tier by:
 - by resources
 - by outcome
 - by process
 - by product

Example 1: Tiered by product

Topic: book report

Group A: (Lower)	Group B: (Middle)	Group C (Advanced):
Write a letter to a friend. Tell her about the book you just read and describe one character that you liked.	Write a letter to your English teacher and tell him about the book you just read and why you think it should be read with the class.	Write a book review for a literature magazine. Shortly summarize the book and then talk about the

Idea adapted from Blaz, 2006

Example 2: Tiered by process

Topic: book report

Group A: (Lower)	Group B: (Middle)	Group C (Advanced):
Match adjectives on the sheet with characters from the book	Read a chapter and write create vocabulary sheet	Find book reviews online and create a list of words to positively and negatively critique a book
Introduce a character to the class and describe him / her	Hot Seat: You are one of the character and you peers ask you questions. You have to answer as if you were him / her	Have an oral discussion why this story in this book could / could not happen in real life

Advice for tiering

- Use blooms taxonomy for guidance
- Start with lowest level activity first
- Be clear / give additional information
- Keep in mind the big idea, that all students should achieve
- collaborate with other teachers